

LAMBS ELEMENTARY

6800 Dorchester Road
N. Charleston, South Carolina 29418

GRADES PK-5 Elementary School

ENROLLMENT 425 Students

PRINCIPAL Janice Timko 843-767-5900

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	55	26	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

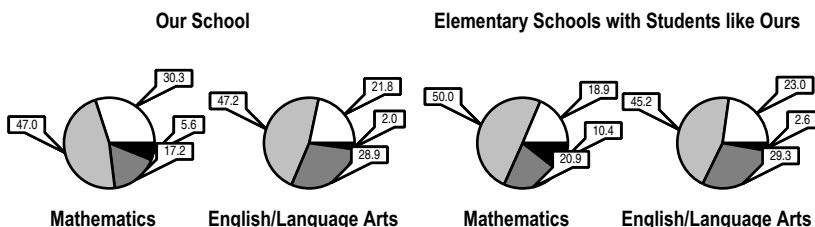
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG




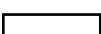
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	59	53
Percent satisfied with learning environment	91.7%	83.9%	90.2%
Percent satisfied with social and physical environment	91.4%	81.4%	78.8%
Percent satisfied with home-school relations	78.1%	78.0%	84.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	230	99.6	21.8	47.2	28.9	2.0	31.0	17.6
Gender								
Male	115	99.1	22.9	47.9	27.1	2.1	29.2	17.6
Female	115	100.0	20.8	46.5	30.7	2.0	32.7	17.6
Racial/Ethnic Group								
White	102	100.0	11.4	47.7	37.5	3.4	40.9	17.6
African-American	91	100.0	29.6	48.1	21.0	1.2	22.2	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	31	96.8	40.9	45.5	13.6	N/A	13.6	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	177	100.0	19.7	43.4	34.2	2.6	36.8	17.6
Disabled	53	98.1	28.9	60.0	11.1	N/A	11.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	230	99.6	21.8	47.2	28.9	2.0	31.0	17.6
English Proficiency								
Limited English proficient	18	94.4	42.9	50.0	7.1	N/A	7.1	17.6
Non-limited English proficient	212	100.0	20.2	47.0	30.6	2.2	32.8	17.6
Socio-Economic Status								
Subsidized meals	148	99.3	28.6	47.6	23.0	0.8	23.8	17.6
Full-pay meals	82	100.0	9.9	46.5	39.4	4.2	43.7	17.6

Mathematics								
All students	230	99.1	30.3	47.0	17.2	5.6	22.7	15.5
Gender								
Male	115	100.0	28.9	49.5	14.4	7.2	21.6	15.5
Female	115	98.3	31.7	44.6	19.8	4.0	23.8	15.5
Racial/Ethnic Group								
White	102	99.0	15.9	45.5	28.4	10.2	38.6	15.5
African-American	91	100.0	43.2	48.1	7.4	1.2	8.6	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	31	96.8	43.5	52.2	4.3	N/A	4.3	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	177	98.9	21.6	51.0	20.9	6.5	27.5	15.5
Disabled	53	100.0	60.0	33.3	4.4	2.2	6.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	230	99.1	30.3	47.0	17.2	5.6	22.7	15.5
English Proficiency								
Limited English proficient	18	100.0	53.3	40.0	6.7	N/A	6.7	15.5
Non-limited English proficient	212	99.1	28.4	47.5	18.0	6.0	24.0	15.5
Socio-Economic Status								
Subsidized meals	148	99.3	40.9	44.1	11.8	3.1	15.0	15.5
Full-pay meals	82	98.8	11.3	52.1	26.8	9.9	36.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	77	N/A	11.1	43.1	38.9	6.9	45.8
	Grade 4	68	N/A	16.7	56.7	23.3	3.3	26.7
	Grade 5	83	N/A	25.4	67.6	7.0	N/A	7.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	70	98.6	5.2	39.7	48.3	6.9	55.2
	Grade 4	81	100.0	19.7	53.5	26.8	N/A	26.8
	Grade 5	79	100.0	38.2	47.1	14.7	N/A	14.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	77	N/A	40.3	41.7	9.7	8.3	18.1
	Grade 4	68	N/A	35.0	35.0	20.0	10.0	30.0
	Grade 5	83	N/A	44.3	41.4	11.4	2.9	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	70	98.6	11.9	50.8	28.8	8.5	37.3
	Grade 4	81	98.8	31.0	50.7	12.7	5.6	18.3
	Grade 5	79	100.0	45.6	39.7	11.8	2.9	14.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 425)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.1%	2.4%
Attendance rate	95.7%	Down from 95.9%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.1%	Down from 9.3%	15.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.2%	Down from 11.5%	9.0%	8.0%
Older than usual for grade	8.9%	Up from 1.2%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Down from 57.1%	46.3%	50.0%
Continuing contract teachers	94.6%	Up from 80.0%	87.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.9%	Up from 80.2%	88.2%	86.2%
Teacher attendance rate	95.8%	Up from 95.6%	95.2%	95.3%
Average teacher salary	\$40,325	Up 2.5%	\$39,681	\$39,909
Prof. development days/teacher	10.9 days	Down from 16.1 days	10.9 days	11.4 days

School				
Principal's years at school	1.0	Down from 9.0	4.0	4.0
Student-teacher ratio	12.1 to 1	Down from 18.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 90.1%	89.8%	89.7%
Dollars spent per pupil*	\$5,667	Up 30.0%	\$5,815	\$5,892
Percent spent on teacher salaries*	68.3%	Down from 76.4%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lambs Elementary maintains an emphasis on academics in a safe, nurturing environment. The school serves approximately 550 students ranging in age from the four year old Child Development class through fifth grade. As a member of the Accelerated Schools Project for the past five years, programs are developed using school data, research for best practices, and building on the strengths and talents of the students. All students participate in the Reading and Math Renaissance programs, which meet their individual instructional levels. Lambs recently completed a three year Comprehensive School Reform Demonstration Grant that provided the materials and training for Renaissance learning. In Spring of 2002 Lambs Elementary was named a Model Reading Renaissance School, the only school to earn this distinction in the tricounty area.

Lambs Elementary serves students from diverse backgrounds. Nearly 60% of the students are Air Force dependents. Additionally, there are special needs students comprising 15% of the population, with another 15% of the students receiving ESL (English as a Second Language) services. This cultural diversity creates a richer environment for learning.

The school has recently completed a 4 million dollar renovation that added a new 2000 square ft. media center with a production studio and a 1000 square ft. science lab. Additionally, a new computer lab complements the increased technology drops in each classroom, and an enlarged art facility was created. The school purchased the hardware to go along with the building improvements, adding 75 new Dell computers and 28 new printers. The newly renovated classrooms with color-coordinated accents add greatly to this modern learning environment.

The goal for Lambs for the upcoming year is to increase the use of technology in instruction and bring up the level of math achievement to match the reading gains. With a highly trained, professional staff, these goals will be met with great success!

Janice Timko, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.